

▪ *Test Number 3*

▪ *Reading*

Part 1. First National Literacy Report

Read the passage below and answer Questions 1-12 on pages 51 to 52.

Australia's first national survey of adult literacy reveals that the problem of adult illiteracy is much more serious than previously estimated.

The survey shows that:

- 12 per cent of respondents could not find a simple intersection on a street map
- 31 per cent can't use the yellow pages correctly
- 57 per cent can't figure out a 10 per cent surcharge on a lunch bill
- 73 per cent can't identify the issues in a newspaper article about technology
- 10 per cent failed to achieve at all on quantitative literacy [numeracy tests].

According to the survey's author, ITATE lecturer Ms Rosie Wickert, the study provides evidence to show the need for a long-term national campaign to overcome adult literacy problems. Ms Wickert is a lecturer at the Institute of Technical and Adult Teacher Education (ITATE) which is amalgamating with UTS as the Faculty of Adult Education.

'Before this first national survey we estimated that 10 per cent of the population were having problems with everyday basic literacy and numerical tasks,' Ms Wickert said. 'Obviously many more than 10 per cent are experiencing problems.

We can therefore assume they are having great difficulty with more complex tasks like fitting in with regrading and upgrading in the restructuring of the workforce.

'The evidence suggests that the majority of the population has significant difficulty reading between the lines, they lack critical thinking skills if you like. We need to follow this up because it is something that employers are emphasising when they ask for broader, more general skills.

(Reading passage continues over page)

Part 1 continued

'To seriously address the problem we need opportunities for adults to upgrade their literacy and numeracy skills that are free of charge and widely available. It's estimated that 20 per cent of Australia's adults do not receive their schooling in Australia. Also, the population is ageing, and we believe about 70 percent of the workforce of the year 2000 has already left school. So we can't expect schools to be able to solve these problems.

'We need the help of families and communities to raise the understanding of the significance of reading not only during childhood years but life-long."

Ms Wickert went on to point to the impact of literacy problems on the economy. 'Literacy is now an important part of labour market programmes and economic restructuring. Government plans to promote a "productive culture" and a strong national economy will fail without a workforce which is more adaptable, mobile and highly skilled,' she said.

The controversial nature of the debate about literacy was acknowledged. Differences of opinion arise because 'literacy' is not clearly definable. Ms Wickert said that 'earlier this century people were said to be literate if they could sign their name, but now adults are required to bring different kinds of literacy and problem solving skills to different contexts and these vary in complexity'.

The Report, entitled *No Single Measure*, combines a concern for the individuals who have failed to gain literacy skills adequate for their lives with the national need to bring about the highest levels of skills, training and education among its workforce.

The data collected for the first time enables an estimate of what proportion of the adult Australian population is able to perform literacy tasks at various levels of difficulty. The tasks are grouped in three categories which are referred to as Document Literacy, Prose Literacy and Quantitative or numerical Literacy. A large amount of background data was also collected to gain a greater understanding of the problem. A bigger picture will emerge as the survey data is further analysed.

Parti- First National Literacy Report

Questions 1-7

Read the passage headed 'First National Literacy Report'. Then, answer the questions below in the boxes on the **Answer Sheet**.

If the statement represents the points made in the article, write **Correct**; if the statement contradicts the article, write **Incorrect**; if the statement is not mentioned in the article, write **Not Mentioned**. The first one has been done as an example.

Example: The national survey of literacy levels showed that literacy is a serious problem in Australia.

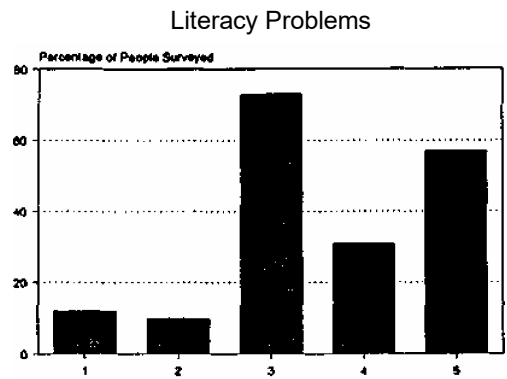
Ex *Correct*

1. The results of the survey were unexpected.
2. Before the survey it had been estimated that about 10 per cent of the population had literacy and numeracy problems.
3. In fact a much smaller number have these problems.
4. Literacy and numeracy problems may make it difficult for workers to cope with changes in the workplace.
5. The problem cannot be solved simply in schools.
6. Schools cannot solve the problem because large numbers of people leave school at 15 without matriculating.
- 7- Despite the statistics, the literacy levels will not have a significant impact on the future national economy.

Part 1 continued

Questions 8-12

From the information in the same passage, identify the groups with specific literacy and numeracy problems represented by the columns in the graph below. Write your answers in the boxes on the Answer Sheet. For example, if you think that Column No. 1 represents Group A, you would write the number 1 in the box for *Question 8*, and so on.



& Group A: cannot calculate percentages = Column ?

9. Group B: cannot use a street directory = Column?

10. Group C: cannot make full use of telephone directories = Column ?

11. Group D: cannot add up at all = Column?

12. Group E: cannot fully understand the meaning of what they read = Column ?

Part 2. Hard Work Is Asians' Secret of Success

Read the passage below and answer Questions 13 - 26 on pages 55 to 57.

The authors of a major US study claim to have pinpointed why Chinese and Japanese children are such great school achievers wherever they compete — in Asia, in the US, or in Australia.

'Asians do better in school simply because they try harder ... and because they believe that academic success results from hard work just as much as from intelligence,' says Dr Harold Stevenson, the head of the research team conducting the study.

The study, comparing the school performance of Chinese, Japanese, and American children, shatters myths about why Chinese and Japanese children perform so well in school.

One misconception is that Chinese and Japanese children are innately more intelligent than Western children. Results of the study show that there is no evidence to support such a notion. For instance, compared with American children, Chinese and Japanese children do not score any higher on standardised IQ tests.

Another punctured myth is that too much television viewing by Western children may account for their poorer school performance. Again, evidence for this assertion is weak. In fact, Dr Stevenson points out that it is the Japanese school children who spend more hours in front of the television set than any other group measured.

The study, 'Contexts of Achievement', was undertaken by Dr Stevenson and Dr Shinying Lee. Both are from the Centre for Human Growth and Development at the University of Michigan. Their study appears in the latest issue of *Monographs of the Society for Research in Child Development*.

The study involved 1440 Year 4 and Year 5 children attending schools in Minneapolis (USA), Taipei (Taiwan) and Sendai (Japan). The children did standardised tests which measured reading and mathematics skills. Then they were interviewed in order to reveal their attitudes towards school. Their parents, teachers and principals also were interviewed and given questionnaires in order to uncover additional information about the children's attitudes.

Interestingly, Stevenson says it was data from the parents, particularly the mothers, that were the most revealing. These data point to sharp cultural differences in parental attitudes. He is convinced that such attitudinal differences have an all-important bearing on why Chinese and Japanese children excel in school.

What are these differences? Stevenson and Lee suggest six:

* Chinese and Japanese children pay more attention to school. Stevenson and Lee write that "background information about the children's everyday lives revealed much greater attention to academic activities among Chinese and Japanese than among American children".

(Reading passage continues over page)

Part 2 continued

* Chinese and Japanese parents are more interested and involved in their children's schooling. The researchers write: 'Members of the three cultures differed significantly in terms of parents' interest in their child's academic achievement, involvement of the family in the child's education, [and] standards and expectations of parents concerning their child's academic achievement'.

* Chinese and Japanese parents are more likely to believe that success comes from hard work, rather than from innate ability. Stevenson and Lee note that Chinese and Japanese parents instil in their children 'beliefs about the relative influence of effort and ability on academic achievement'.

They add that 'Chinese and Japanese mothers stressed the importance of hard work to a greater degree than American mothers and American mothers gave greater emphasis to innate ability than did Chinese and Japanese mothers'.

* Chinese and Japanese parents are more likely to express their child's success in school as a major goal. The two researchers write that, 'whereas children's academic achievement did not appear to be a central concern of American mothers, Chinese and Japanese mothers viewed this as their child's most important pursuit'.

* Chinese and Japanese parents are more committed to their child's schooling success. Stevenson and Lee contend that once the child entered primary school, 'Chinese and Japanese families mobilised themselves to assist the child and to provide an environment conducive to achievement'. In contrast, 'American mothers appeared to be less interested in their child's academic achievement'.

* Chinese and Japanese parents have higher standards and are more knowledgeable. The researchers report that 'Chinese and Japanese mothers held higher standards for their children's achievement than American mothers and gave more realistic evaluations of their child's academic, cognitive, and personality characteristics.

'American mothers overestimated their child's abilities and expressed greater satisfaction with their child's accomplishments than the Chinese and Japanese mothers.'

Stevenson observes that Chinese and Japanese homes, although usually smaller than American homes, are still more likely to provide a special place for the child to do homework. Furthermore, he maintains that research reveals that Chinese and Japanese pupils have better note-taking skills, better study skills and spend more hours per week on homework.

"These kids see school as central to their lives; most American students do not.'

Part 2. Hard Work is Asians' Secret of Success

Question 13

Below *is* an extract from a questionnaire completed by a parent in the study described in the reading passage. From the answers that the parent gives, decide whether the parent was from:

***Group A:** Chinese and Japanese parents

or from:

***Group B:** American parents.

Write the letter A or B in the box on the **Answer Sheet** for *Question 13* to show to which group the parent probably belonged.

Do you Agree or Disagree with the following statements?

Circle the number to show your opinion:

1 means "Strongly Agree",

5 means "Strongly Disagree"

	agree				disagree
*success comes from hard work	1	2	(3)	4	5
*success comes from natural talent	(1)	2	3	4	5
*school success is vital to success in life	1	2	3	4	(5)
*school success is not as important as being satisfied with what you are doing	(1)	2	3	4	5
*parents should be involved in the education of their children	1	2	(3)	4	5
*children should have a fixed time and place for homework	1	2	3	4	(5)

13. The parent was most likely from Group ?

Part 2 continued

Questions 14 - 26

The passage on the next page is a summary of part of the text. Complete the summary by choosing the correct word from the words in the box below and writing it in the appropriate box on the **Answer** Sheet. Not all of the words will be used; each word may be used more than once. The first one has been done as an example.

more	beliefs
harder	innate
effort	actively
clever	American
<i>discovered.</i>	higher
intelligence	expectations
nature	worried
lower	less
skills	myths
mobilised	Asian
realistic	pessimistic

part 2 continued

Example: A research project in the USA claims to have.....*ex.....* the reasons for an educational phenomenon that has intrigued people for some time.

EX <i>DISCOVERED</i>

The project claims to have found the reasons why Chinese and Japanese children are14.... achievers in their studies than other children. The study says that Asian children put more15.... into their studies and points to the belief of the children and their parents in the value of hard work over 16 intelligence. The study claims to have disproved some false 17 about the differences between children, such as that West- ern children watch18.... television than Japanese children; in fact, it is the other way round. The tests measured19.... as well as attitudes of parents, teachers and the children themselves. The attitudes of American parents tended to put 20. emphasis on the importance of hard work and to give much 21 credit to natural ability in their children's success. The Chinese and Japanese families were more22 in- volved in their children's academic life, and Chinese and Japanese mothers had higher 23 for their children's achievement. In addition, whereas 24 mothers tended to believe their children were doing better and were more able than in fact was the truth, the 25 mothers surveyed were more 26 in their assessment of their children.

Part 3. Got What It Takes To Be A Marketing Manager?

Read the passage below and answer Questions 27 -36 on page 60.

David Corkindale, Head of Marketing at the South Australian Institute of Technology, outlines 11 basic skills you must acquire if you are to make it as marketing manager in these tough times.

Marketing is fast becoming key role in all sorts of tries. Many organisations exploring the role of This article spells out the abilities needed by a manager* who is to survive prosper during the next ten Eleven trails are identified article. This list is by no finitive but constitutes the of effective marketing in the 1990s.	understand how competitors ence buying habits. The marketing manager skilled in analysing strengths and weaknesses, ing that analysis to her own marketing 2 The organisation of new development is critical to survival and growth of every company.	First, strategic thinking much further into the forced to think not about month's sales figures, but company performance years hence. Without (hat horizon, strategic thinking annual plan must be short- Secondly, the variables that strategic thinking arc more ous and their interactions plex than in thinking about nearer term, so the ager must be thoroughly with such tools as portfolio and the directional policy industry analysis issuc'of sustainable vantage.
1 Too often marketing in firms outside the fast-consumer goods companies skilled either in analysing haviour or in research.	The management of starts with the vigilant manager identifying a opportunity, particularly tinual monitoring of the place, the environment, his tors' activities, and the self.	4 Planning is the most of marketing management At worst it is an annual sued with ill grace and
Skilled salesmen use their to understand the factors mine whether a contact is ible into a customer. The marketing manager must stand the key factors that mine the decision to buy in the market segments that consideration.	The marketing manager proactive in the search for and in establishing a and proactive environment monitoring new product marketing company is products that will satisfy the of market segments, and it end that research and should be dedicated.	Planning is a continuing Plans too often find their drawer and arc re-under duress. A plan as a living organism, environment requires, not torical document. Planning comcof a complex process and should reflect the thinking and activity that in the preceding stages.
Buying factors are complex interactive system both by factors internal to and responses to external Consumer's perceptions of ual products are influenced range of product offerings them, and it is very	The new product introduction system, careful management of a intra company interfaces exposure of the product to ket place through test direct launch, requires marketing management	That activity should be therefore the plan should ously benefit from ing and analysis. Too many senior marketing manag- ers send their plans to oblivion once the annual planning exercise is com- plete. Thus, planning skills are a first requirement for the marketing manager.
<i>*In many organisations the marketing manager is occupied by both men and women. For conven- ience I have used the term 'he' to represent either sex: no preference is intended.</i>	3 Most marketing managers have tactical marketing skills. But the skills needed for thinking strategi cally are of a high order	

<p>Market research <i>is</i> a vital support to the marketing manager's decision-making.</p> <p>Market research can best serve the manager when the skills exist to understand the scope of market research, to differentiate between good and bad research agencies, and particularly to commission good research.</p> <p>The market researcher cannot be expected to specify the problem facing the marketing manager; it is the marketing manager who must identify the problem and the role that additional data will play in resolving that problem. He must also be able to calculate the cost/benefit equation relating to buying additional information.</p> <p>6</p> <p>The marketing manager's job is to blend together all elements of the marketing mix, each of which represents an investment, into an optimal mix, one in which no element is out of phase.</p> <p>The right products, existing or in process of development, the right level of service support, the right prices (right in terms of yielding optimum revenue given the demand conditions prevailing), the right channels of distribution, the right advertising support, the right sales support — all elements must work together to produce a coherent and effective market offering.</p> <p>Productivity analysis will be an important tool in making such measurements, but the marketing manager must be a skilful energy manager.</p> <p>7,</p> <p>Long gone are the days when we left it all to the accountants. They are the historians of past errors!</p>	<p>The proactive marketing manager must be thoroughly at home with the profit and loss statement and the balance sheet, with productivity ratios, with calculating rates of return on investment, with calling-cost per customer calculations.</p> <p>The financial illiterate has no place in the ranks of the marketing department of the marketing company.</p> <p>8</p> <p>The marketing company is a resource management enterprise. resources extend from places to place, from manufacturing back to procurement of materials, forward to distribution from factory to market place.</p> <p>The marketing company is a very complex system, each part of the system relating to all other parts of the system.</p> <p>The system manager has an understanding of how to analyse and understand complex systems in order to make them work more effectively.</p> <p>The marketing manager, as senior member of the management team, must be a systems thinker and a teams manager.</p> <p>9</p> <p>The marketing manager as guardian of the company's future has a role not well understood. often the preoccupation with present-day problems, typical of the active manager's style, precludes intelligent thinking about the long term, typical of the proactive manager, the strategic thinker, living in an environment characterised by increasingly rapid change.</p> <p>The temptation to reduce one's horizons in thinking about the future are great indeed. It is all too easy</p>	<p>be tempted by the management game that produces dramatic short-term results, induced primarily by a desire for glory leading to promotion or enhanced self marketability.</p> <p>10</p> <p>Managers are paid to be dynamic organisers of resources — that quality is what should separate managers from bureaucrats! But they must continually ask the question: is that company organised to serve the needs of its chosen market?</p> <p>Since markets are in continuous change, since product offerings are likely to be in continuous change, the skill to alter the organisation of the company to meet changing needs is a skill that must be found in the marketing manager, perhaps to a much greater degree than in any other functional area.</p> <p>Every department of a company feels, as an instinct for self preservation would demand, that it is indispensable to the future survival of the company. The reality is that without full and complete co-operation between all departments survival chances are measurably reduced.</p> <p>The sources of conflict between the marketing and other departments are well known, but conflict resolution requires considerable managerial skill, often of the interpersonal kind.</p> <p>The highest skill is identifying potential conflict and removing its cause — preventative rather than remedial management. Much of this skill can in fact be taught and learned.</p>
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Part 3. Got What It Takes to be a Marketing Manager?

Questions 27 - 36

Read the passage headed 'Got What It Takes to be a Marketing Manager?'. Listed below are eleven titles for the eleven numbered points in the passage. Write the correct point number for each title in the boxes on the Answer Sheet. The first one has been done as an example.

Title			
I	<i>Example:</i>	Planning Skills	Point No. ? j
	Ex	4	
27.	Conflict Resolution	=	Point No. ?
28.	Organisational Ability	=	Point No. ?
29.	Commissioning Research	=	Point No. ?
30.	Strategic Skills		Point No. ?
31.	Market Behaviour Analysis	=	Point No. ?
32.	Innovation Management	=	Point No. ?
33.	Financial Management	=	Point No. ?
34.	Systems Thinking	=	Point No. ?
35.	Marketing Skills		Point No. ?
36.	Long-Term Thinking	=	Point No. ?

This is the end of the reading test